

**Garland Independent School District  
Armstrong Elementary School  
2024-2025 Campus Improvement Plan**



# Mission Statement

We, the community of Armstrong Elementary, make it our mission to excel in academics, develop strength of character, and contribute service to our society as exemplified by Colonel John W. Armstrong.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

John W. Armstrong Elementary, located in Sachse, TX opened in 2002. Armstrong is named after John William Armstrong who was a former Garland ISD student. The 2024 school rating is A (91) **with distinctions for Academic Achievement in ELAR and Math and distinctions in Postsecondary Readiness and Comparative Closing the Gaps**. It is an open enrollment school that houses mostly students who live in the neighborhood. It is one of the largest K-5 schools in Garland ISD with 720 students enrolled.

The student demographics are White at 33%, Asian at 21%, Hispanic at 24%, African American at 13%, Two or More Races at 7%, American Indian-Alaskan Native at 1% and Native Hawaiian-Pacific Islander at .3%.

Armstrong Elementary provides special programs to meet the needs of students who are Economically Disadvantaged-42%, At-Risk-40%, English Learners-23%, Dyslexic-10%, Sped -19%, Section 504-5%, Gifted and Talented-5% and those students who need Intervention-16%.

Armstrong Elementary is a Title 1 campus that provides multiple special programs for students. Special programs include: SpEd, 504, Speech, Dyslexia, ALE, Intervention, ESL and GT services. Armstrong has 2 full time certified SPED (CBSE) teachers and 1 part time SPED (CBSE) teacher, 1 certified Speech teacher, 3 certified Dyslexia teachers, 2 certified ALE teachers and 1 certified Interventionist teacher. All teachers at Armstrong Elementary are ESL Certified and required to have 30 hours of GT professional training with a six hour professional development update every year.

These services align with Armstrong's mission: We, the community of Armstrong Elementary, exist to ensure students excel in academics, develop strength of character, and contribute service to our society as exemplified by Colonel John W. Armstrong.

### Demographics Strengths

Armstrong has 42% Economically Disadvantaged and maintains high academic performance.

**Attendance for the school year was higher at 95% average.**

Armstrong employs a staff with almost 50% having 11 or more years of teaching experience. 12 of 37 teaching staff hold a Master's degree with more in the process of Master's completion.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 34.7% of our discipline referrals were kindergarten. **Root Cause:** Teachers report a decrease in parental support; relationships not established with parents.

**Problem Statement 2 (Prioritized):** District average for autism is 20% of sped students and Armstrong has 35% of sped students labeled autistic. **Root Cause:** Armstrong has a

strong reputation of helping special needs kids; more teachers and parents are educated about autism so more kids are identified.

# Student Learning

## Student Learning Summary

**CHANGE:** Our data indicates that we are closing the gaps in grades 3-5 in both math and reading. We can also conclude from this data that additional support is needed in grades K-1 in both math and reading. MAP results: In Math MAP, K-1 students went from 66.9% to 65.7% average. 2nd grade went from 61.6% to 66% average achievement. In grades 3-5, 66.1% up to 68.4%. In Reading MAP K-1, 61.9% in BOY down to 56.4%. 2nd grade BOY 60.6% to 66.1%. 3-5 grades BOY 65.2% to EOY 65.0%.

## Student Learning Strengths

2nd grade showed growth on MAP in most subpops in both reading and math.

3rd grade showed growth in all subpops for math on MAP.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students in kindergarten and first grade across all sub pops, did not show growth on MAP from BOY to EOY in both reading and math. **Root Cause:** Behavior played a major factor in learning in all kindergarten classes. Small group instruction was not maximized due to behavior and the need for small group or 1 on 1 testing in the kindergarten classes.

**Problem Statement 2:** Phonemic Awareness in grades K-1 did not show growth on mClass from BOY to EOY. **Root Cause:** Lack of phonemic awareness in the new curriculum.

# School Processes & Programs

## School Processes & Programs Summary

HR screens applications, the Principal reviews for possible candidates and establishes interviews, panel interviews with Principal using the rubric, and references are checked. Inducting, Assigning, Mentoring, and Retaining is done with new hires being given a mentor. We meet with a new hire as a team and then they meet with their mentor. New teachers were given time to observe other teachers during the school year and were observed by their mentor. Team leaders are also encouraged to mentor new hires. PLCs are held biweekly to encourage collaboration and community. Armstrong participates in community building activities. Highly qualified educators are placed in classroom based on both teacher strengths and student needs.

Campus Instructional Leaders and team leaders have strength of instruction, knowledge, and ability. Two teachers are working on their administrative credentials as well. We also have an Early Literacy Specialist Teacher (ELST) and Campus Support Teacher (CST) for math which the district assigns. Their roles and responsibilities are to lead with their teams and additional support is provided by administration as needed. The ELST works with K-3 Literacy teachers and the CST supports and coaches K-5 in math. Leaders may also be sponsors to clubs. Outside organization support and membership will also improve abilities.

We assigned committees (PLC groups, CIT) where we address low performance areas and examine the underlying reasons. Stakeholders are involved in solution-focused planning to target high-needs areas. MAP data, mClass data, classroom progress monitoring, attendance and STAAR data are used as well as a compilation of district data over time. SpEd, SST, RtI, LPAC and 504 committees meet to make educational decisions and track progress for students. Parents are contacted and involvement is encouraged.

GISD curriculum is the foundation for instructional lesson plans. Demonstration of learning is posted for lessons and assignments. PLC time is devoted to instructional planning, formative assessment analysis, and district assessment analysis. Teachers also receive a lot of professional development. MAP data is used to identify need and group students. The district will be doing a reading academy for all teachers in order to improve early literacy.

Teachers collaborate in subject-like teams and grade level teams to design instruction based on TEKS objectives and formative assessment documentation. Lesson plans are written with critical thinking processes and questions embedded into the lesson plans. Formative assessments are designed and implemented at timely points to impact instruction. Intervention differentiation occurs daily at the Tier 1, Tier 2, and Tier 3 levels in each subject. We are using Aware data to better understand student achievement and needs.

We intend to use strategies we learned from the Covid 19 pandemic as we move forward. The district and campus offers multiple online learning opportunities to extend student knowledge and abilities, i.e. Khan Academy, MyOn, etc. Students will often work for the reward to work on technology to learn. Also students are given instruction on the computer as part of their curriculum to build technology fluency. Opportunities have arisen because of Covid 19 restrictions that could allow for additional usage. In addition, STAAR Online is becoming the normal method of testing; they are using technology more often for more reasons.

Kindergarten Round Up assists with transitions for our community, and middle school meetings support additional transitions. Post secondary readiness is addressed through gifted identification, magnet programs, dual credit classes, and cooperative arrangements with community colleges. In addition, Garland ISD offers to pay tuition for students graduating from many of its high schools. Parents choose campuses in an effort to meet student needs and strengths. Counselors teach lessons on how to think through transitioning into middle school with a vocational focus. Extra correspondence with parents on virtual transition planning. Increased use of technology affords students an opportunity to prepare for future needs.

We were able to significantly reduce student discipline. We met to discuss strategies on reducing behaviors that trigger office referrals. We also trained teachers in interventions to mitigate behaviors before they escalated. Counselors taught social emotional lessons.

## School Processes & Programs Strengths

Supports are in place to allow for a strong professional community

Supports are in place for academically struggling students.

Incidents by ethnicity for Hispanic and White students are in line with actual student population percentages.

Students are able to participate in many differentiated in-school programs to support and extend their academic and SEL growth.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our parent survey indicates the need to increase parent awareness and understanding of curriculum used and materials to support student achievement. **Root Cause:** PD opportunities in multiple languages that offer strategies for supporting student learning at home have not been offered by our campus.

**Problem Statement 2 (Prioritized):** Increase support for teachers who have students with frequent behavior problems. **Root Cause:** Teachers have a lack of training in how to support autistic students in the classroom with behavioral problems. Discipline committee just started in 2022-23 and did not consistently meet and reach out to teachers.

**Problem Statement 3:** Reduce the number of discipline incidents among African American students. **Root Cause:** The majority of all office referrals come from a relatively small number of African American students.



# Perceptions

## Perceptions Summary

**CHANGE:** While 51.6% of incidents were reported as occurring the regular classroom, it is significant to note that outside of the regular classroom, behavior incidents are mostly reported in unstructured environments. 22.9% of incidents came from the Playground, 5.5% of incidents came from the hallways, and 4.4% of incidents came from the cafeteria.

Staff turnover for the 2022-23 is approximately 20%. Staff perceptions pending Panorama Survey results.

We currently have support from the interventionist, Early Literacy Support Teacher, Math Campus Support teacher, resource teachers, and dyslexia therapists. Professional Learning Communities provide an environment conducive to data disaggregation and lesson planning. Peers collaborate to share modeling of lessons and best practices.

According to the Family Engagement Survey, 90% of Armstrong parents stated that teachers encourage my child to do their best.

According to the Family Engagement Survey, 89% of parents feel that Armstrong is a safe place for their child.

According to the Family Engagement Survey, 87% of parents state that teachers and administrators are knowledgeable about how to teach children and the content area subject matter.

According to the Student Panorama Survey, 70% of students feel a sense of belonging as valued members of the school community.

Multiple languages other than English are spoken at our students' homes. Lack of awareness of ways to be involved. Ways to support campus without physically coming to campus.

## Perceptions Strengths

According to the Family Engagement Survey, 90% of Armstrong parents stated that "teachers encourage my child to do their best".

According to the Family Engagement Survey, 89% of parents feel that Armstrong is a safe place of their child.

According to the Family Engagement Survey, 87% of parents state that teachers and administrators are knowledgeable about how to teach children and the content area subject matter.

According to the Student Panorama Survey, 70% of students feel a sense of belonging as valued members of the school community.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The amount of parents who responded to the Family Engagement Survey was 26% out of approximately 759.. **Root Cause:** The Family Engagement Survey is included in the principal's weekly memo. More parents respond to communication directly from the classroom teacher.

**Problem Statement 2:** 21.9% of incidents documented in Review 360 were due to Simple Assault; non-employee. **Root Cause:** Teachers need more training on how to deescalate student behaviors.

**Problem Statement 3:** 19% of parents reported that sometimes "parents are encouraged to be involved in activities at this school and actively recruited to serve on campus or district committees". **Root Cause:** The campus needs to be more explicit with opportunities on and off-campus for parents to volunteer.

# Priority Problem Statements

**Problem Statement 1:** District average for autism is 20% of sped students and Armstrong has 35% of sped students labeled autistic.

**Root Cause 1:** Armstrong has a strong reputation of helping special needs kids; more teachers and parents are educated about autism so more kids are identified.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students in kindergarten and first grade across all sub pops, did not show growth on MAP from BOY to EOY in both reading and math.

**Root Cause 2:** Behavior played a major factor in learning in all kindergarten classes. Small group instruction was not maximized due to behavior and the need for small group or 1 on 1 testing in the kindergarten classes.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Increase support for teachers who have students with frequent behavior problems.

**Root Cause 3:** Teachers have a lack of training in how to support autistic students in the classroom with behavioral problems. Discipline committee just started in 2022-23 and did not consistently meet and reach out to teachers.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data





# Goals

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 1:** Percent of students in grade 3 demonstrating early literacy as measured by Approaches Grade Level performance will be at 100%, Meets Grade Level performance will be at 80% and Masters Grade Level performance will be at 35% by April 2025 on STAAR Reading.

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> STAAR Subs for small group pullout/ push in - 199 - PIC 24 State Comp Ed Funds - \$4,060</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Interventionist will provide targeted instruction daily to students in Tier 3 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 3 students will make progress on CBAs, MAP and STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will participate in weekly PLCs to analyze data, determine areas of instructional need</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.


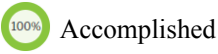
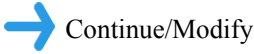

**Performance Objective 2:** Percent of students in grade 4 demonstrating early literacy as measured by Approaches Grade Level performance will be at 95%, Meets Grade Level performance will be at 80% and Masters Grade Level performance will be at 45% by April 2025 on STAAR Reading.

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Nearpod (Flocabulary) - 199 - PIC 25 Bil../ESL State Allotment Funds - \$3,590</p>	Formative			Summative
	Nov	Feb	Apr	June










**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 3:** Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 37.5% in 2019 to 76% by 2025. (SY1920 interim goal = 46.0%) AES goal is 65.7% from 64.2%.

**Evaluation Data Sources:** TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Intervention aide will provide targeted instruction daily to ELL students as identified by data analysis of TELPAS, MAP, and local assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL performance and growth on TELPAS and STAAR test will improve.</p> <p><b>Staff Responsible for Monitoring:</b> ELL aide, assistant principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 4:** Percent of students in grade 5 demonstrating scientific understanding as measured by Approaches Grade Level performance will be at 90%, Meets Grade Level performance will be at 75% and Masters Grade Level performance will be at 30% by April 2025 on STAAR Science.

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 5:** Percent of students demonstrating mathematical proficiency as measured by Meets Grade Level performance will be at 75% for 3rd grade, 77% for 4th grade and 80% for 5th grade by April 2025 on STAAR Math.

**Evaluation Data Sources:** STAAR spring administration testing data file (accountability subset)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Interventionist will provide targeted instruction daily to students in Tier 3 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tier 3 students will make progress on CBAs, MAP and STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will attend Autism training presented by GISD's sped department to improve understanding of autism and learn strategies to maximize instruction and student learning of autistic students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of special education students on STAAR Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 6:** 85% of families surveyed will indicate they received valuable information about transitioning into Armstrong Elementary or to middle school by May 2023.

**Evaluation Data Sources:** Survey from parents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and families will participate in a transitional school activity where prekindergarten and kindergarten parents receive the expectations of the school and resources that prepare students for the upcoming year.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification of more students with special needs prior to start of year and fewer tardies and absences.</p> <p><b>Staff Responsible for Monitoring:</b> Kindergarten teachers, assistant principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication and parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved parent communication and participation.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support transition to middle school for 5th graders moving to 6th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will be more comfortable with the transition to middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide ongoing communication with parents about current curriculum in core areas in the weekly memo.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger parent relationships and partnerships in regards to student academics.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> We will provide book backpacks for our at risk students in order for them to practice oral reading and phonemic awareness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading skills and increase reading skill retention over the summer break for students</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, staff</p> <p><b>Funding Sources:</b> Book backpacks for summer reading with parents - 6300 Parent Involvement. Supplies T1 - \$1,751</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 7:** Student attendance will improve to 98.5% for all students for 2022-23.

**High Priority**

**Evaluation Data Sources:** Skyward attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will monitor and promote attendance for each student using parent education, positive measures and rewards as incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, assistant principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will provide social emotional lessons for teachers to implement to support their students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 8: FEDERAL ACCOUNTABILITY (Add Targeted):** Due to one or more student group performance student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

Asian Students: Reading Academic Achievement from 62 (2019) to at least 74 (min target) - MET in 2022 at 80%.

Asian Students: Mathematics Academic Achievement from 79 (2022) to at least 82 (min target)





Asian Students: Reading Growth from 75 (2019) to at least 77 (min target) - MET in 2022 at 87%.

Asian Students: Mathematics Growth from 84 (2019) to at least 86 (min target) - MET in 2022 at 91%.

Asian Students: Student Success (D1 STAAR Component) from 69 (2019) to at least 73 (min target) - MET in 2022 at 73%.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use MAP Learning Continuum data, CBA, MClass, and STAAR for reading to embed Tier 1 intervention support across all core content areas to accelerate learning with a focus on Hispanic, African American, Asian, Special Ed, at risk and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased planning for specific populations will improve student achievement on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize small group teacher-led instruction to specially target and support individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction will improve student achievement on MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code (SS74.4))</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance for ELL students on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.


**Performance Objective 9:** Percent of student management incidents resulting in exclusionary consequences will decrease from 9.0% in 2019-2020 to 5.0% in 2022-2023.


**High Priority**

**Evaluation Data Sources:** Review 360 data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement appropriate interventions for students based on strategies learned from Professional Development in working with special needs students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in number of referrals from special education students.</p> <p><b>Staff Responsible for Monitoring:</b> Special education staff, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will use positive behavior intervention supports to decrease student incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents and exclusionary discipline</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, assistant principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will implement the PBIS (Positive Behavior Incentive System) to motivate students and reward positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals for sped students, specifically students with autism.</p> <p><b>Funding Sources:</b> PBIS materials - 199 - PIC 25 Bil../ESL State Allotment Funds - \$967</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** Garland ISD will ensure ALL students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

**Performance Objective 10:** 97% of students identified as gifted will achieve Meets level performance on Math and Reading STAAR for 3rd, 4th and 5th grade. (93% in 2022)

**Evaluation Data Sources:** 2023 STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will plan student collaboration and projects at high levels of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as gifted will achieve Meets level on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, GT liaison</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jill Ann Hatfield	Teacher Intervention Specialist	Title I, Part A	1.0



# 2024-2025 Campus BLT

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Jolie Scott	Principal
Assistant Principal	Misty Russell	Assistant Principal
Parent	Eboney Foreman	Parent
District-level Professional	Erica Carbajal	District Representative
Community Representative	Hildred ?	Community
Community Representative	NA NA	NA
Business Representative	Jeff Bickerstaff	Business
Non-classroom Professional	Jennifer Talmage	Interventionists
Classroom Teacher	Lauren Dimas	Fifth Grade Teacher
Classroom Teacher	Rachel Megyesi	Fourth Grade Teacher
Parent	Cori Howard	Parent
Classroom Teacher	Brandy Barnett	Second Grade Teacher
Classroom Teacher	Kelly Duty	First Grade Teacher
Classroom Teacher	Stormy Gonzalez	Kindergarten Teacher

# Campus Funding Summary

199 - PIC 23 SPED State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,204.00
<b>+/- Difference</b>					\$2,204.00
199 - PIC 24 State Comp Ed Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	STAAR Subs for small group pullout/ push in		\$4,060.00
<b>Sub-Total</b>					\$4,060.00
<b>Budgeted Fund Source Amount</b>					\$4,725.00
<b>+/- Difference</b>					\$665.00
199 - PIC 25 Bil./ESL State Allotment Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Nearpod (Flocabulary)		\$3,590.00
1	9	3	PBIS materials		\$967.00
<b>Sub-Total</b>					\$4,557.00
<b>Budgeted Fund Source Amount</b>					\$3,927.00
<b>+/- Difference</b>					-\$630.00
6100 Parent Inv. Payroll T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

6200 Contracted Services/Registration- Title I Fun					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6200 Parent Involvement. Contracted Services/Reg -					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6300 Supplies and Materials- Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
6300 Parent Involvement. Supplies T1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6	Book backpacks for summer reading with parents		\$1,751.00
<b>Sub-Total</b>					\$1,751.00
<b>Budgeted Fund Source Amount</b>					\$2,405.00
<b>+/- Difference</b>					\$654.00
6400 Healthy Snacks/Bus/Travel - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$13,261.00
<b>Grand Total Spent</b>					\$10,368.00
<b>+/- Difference</b>					\$2,893.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
Coordinated Health Program	<a href="https://garlandisd.net/about/coordinated-school-health">https://garlandisd.net/about/coordinated-school-health</a>		Kimberly Caddell	6/10/2024
Dropout Prevention	Student Services		Kimberly Caddell	6/10/2024
Dyslexia Treatment Program	Dyslexia Department - <a href="https://garlandisd.net/programs-services/dyslexia">https://garlandisd.net/programs-services/dyslexia</a>		Kimberly Caddell	6/10/2024